



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS
Address City ZIP Phone
Primary Contact Email Phone
Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title
Email Phone

Signature Date

Grant Writer Name Signature Date

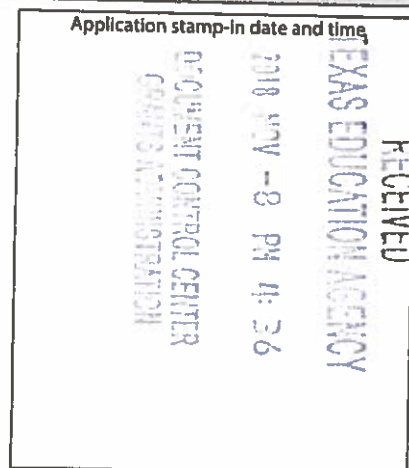
☐ Grant writer is an employee of the applicant organization. ☒ Grant writer is **not** an employee of the applicant organization.

RFA # SAS #

2019-2021 Grown Your Own Grant Program, Cycle 2

Page 1 of 10

701-18-106-017



Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Need for fully certified teachers in all classrooms. Currently, Presidio ISD has 20 teachers who are teaching on a permit rather than a full certification.	Presidio ISD will target areas of certification for which we do not currently have certified teachers for the Grow Your Own Grant. By providing a method for current staff to earn certification, we are filling vacant positions with candidates who have already made their homes in our community and are committed to our students and the vision of our district.
Need for teachers who are representative of the demographics of our student population. 96.6% of the Presidio ISD student population are Hispanic, and currently only 65.1% of our teachers are Hispanic.	In our recruitment efforts for Grow Your Own candidates, Presidio ISD is targeting employees who are Hispanic. Our students will be taught by more role models with whom they share a community, culture, and heritage.
Need for certified bilingual teachers, particularly those who are fluent in Spanish. Many of our bilingual students are taught by those not certified in bilingual education and not fluent in Spanish.	The Presidio ISD Education and Training Program will focus on creating a pipeline of future bilingual teachers. Many of our students are bi-literate in English and Spanish and have personally experienced the challenges of learning academic content in a language that was not their primary language.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the 2019-2020 school year, 8 current Presidio ISD staff members will be fully certified in an area where Presidio currently has classes being taught by non-certified teachers who are teaching on a permit.

By the end of the 2019-2020 school year, Presidio will have implemented a high-quality ETC program for our students with an emphasis on bilingual education, and students will be actively participating in TAFE.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Presidio ISD will have an articulated MOU with and EPP at an IHE for candidates who are degreed but not certified to complete their certification in an area that is currently staffed by non-certified teachers.

Presidio ISD will have finalized recruitment of candidates who exemplify established criteria and entered into an MOU with candidates who commit to complete their degrees and certification within the grant period and remain in Presidio ISD to teach for a minimum of 4-years. Support provided for candidates from the district and the IHE is specifically articulated.

Presidio High School will have completed recruitment efforts for students who exemplify established criteria to enroll in Education and Training Courses.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

8 teacher candidates in Presidio ISD will enroll in the IHE providing State Board of Education Teacher Certification in an area currently taught by teachers who are not certified. Orientation will be held and support networks will be established.

A kick-off event will be held for students enrolled in the Presidio ISD Education and Training program and their parents to highlight the advantages of a teaching career - particularly in bilingual education, colleges that provide exemplary programs in education, and field experience opportunities.

High performing mentors who excel in supporting their colleagues will be selected for the teacher candidates. A mentor-teacher kick-off event will be held. Dedicated time for mentors and teachers to meet and conduct planning/observations

Third-Quarter Benchmark

8 teacher candidates from Presidio ISD will have begun their coursework and field experiences to earn certification with articulated support from the district, the IHE, mentor teachers, and administration.

Students enrolled in the Presidio ISD Education and Training coherent sequence of courses will begin preparation to participate in at least one TAFE activity or event.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Presidio ISD will ensure all decisions regarding the implementation and modification of the Grow Your Own Grant program are data-informed through consistently collecting and analyzing both program and participant data - quantitative and qualitative - through a variety of methods. The Federal programs/Curriculum Director will serve as the project director. Performance measures established by TEA and additional locally-designed measures (based on our local needs assessment) will be analyzed in quarterly program meetings. The Federal programs/Curriculum Director will also serve as the liaison with the IHE/EPP. Principals will meet with participants and mentors at least quarterly to review individual progress and program effectiveness. The IHE contact will submit data regarding participant progress at least quarterly. Data will be shared at principals' meetings and plans and services will be adjusted as meeting through collaborative planning during these meetings to address any challenges that participants or the program are facing.

Evaluation data will be used to promote sustainability by bringing to light additional and ongoing support that participants and/or the program need to ensure continued success. This ongoing support and refinement of services provided in order to meet both anticipated and unanticipated needs will be critical to ensuring that this grant program is not an isolated effort but an on-going effort that becomes an integral initiative in Presidio ISD to maintain a pipeline of certified teachers.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Based on the needs assessment that Presidio ISD conducted for this grant program, we are committed to a laser-sharp focus on enhancing our current Education and Training program at Presidio High School in order to create a sustainable pipeline of bilingual teachers who are bi-literate in English and Spanish. We know that the foundation requires staffing this course with carefully-selected teachers who:

- have a passion for education, particularly for the advantages of a bi-literate education.
- have demonstrated success in the classroom, evidenced by student achievement and evaluations.
- are committed and enthusiastic about sponsoring an Education and Training CTSO and previous, successful experience leading student activities/organizations.
- are recommended by principals and colleagues as those who not only are masters of the profession, but also skilled in sharing the roadmap to success in the field.
- are representative of the diversity in the student population.
- have experience and training in supervising student work-based experiences and participate in professional development on best practices in doing so.
- consistently demonstrate positive relationships with students.
- agreed to enter into an MOU with the district to commit to remaining in the district for at least 4 years after receiving the stipend.

Supports that will be provided to Pathway 1 candidates include:

- access to high quality professional development including that provided by state CTE organizations and the ESC 5 service center.
- opportunities to collaborate with colleagues doing the same work in high schools and in post-secondary Educator Preparation Programs.
- sufficient time and resources to plan, organize, coach, and monitor student field experiences.
- sufficient time and resources to recruit and retain students in the program.
- sufficient time and resources to participate in CTSO activities.
- recognition for efforts and successes in the program.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Pathway 2 candidates for tPresidio ISD are being selected with a focus on those who will fill positions currently staffed by non-certified teachers, who are representative of student demographics, and who have successful experience in our schools with our students.

Candidates are being recruited through face to face conversations (small group and individual), principal encouragement, and recommendations from supervisors and colleagues.

Criteria for recruitment a selection include:

- prioritizing Hispanic candidates in order to move toward a teaching force that is representative of our student and community demographics.
- a commitment to obtain a teaching certificate in an area currently being taught by a non-certified teacher.
- a willingness to commit, through an articulated Memorandum of Understanding (MOU), to remain in the district for at least four years after completing their teaching certification.
- excellent evaluation ratings.
- involvement in school activities.
- demonstrated passion for the teaching profession.
- recommendations from principals, teachers, and/or colleagues.

Supports that will be provided to Pathway 2 candidates include:

- Flexible coursework available through online courses.
- A cohort approach that is led and supported concurrently by the IHE, Presidio ISD, and the campus.
- Ongoing opportunities for job-embedded application of coursework.
- Support team consisting of IHE field experience supervisor, district field experience supervisor, mentor teacher, and principal.
- Clinical teaching assignment(s).
- Ongoing mentorship, coaching, and support that extends beyond the life of the grant.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			17,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	8	X \$5,500 =	44,000
Number of candidates pursuing both a bachelor's degree and a teacher certification		X \$11,000 =	
Request for Pathway 2			44,000
Request for Pathway 1			17,000
Total Combined Request for Pathways 1 & 2			61,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend for ETC teachers	10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Supplies for ETC courses and CTSO	3,000

OTHER OPERATING COSTS (6400)

Travel and CTSO competition registration	3,000
Travel for PD and required meetings	1,615
Participant Tuition	40,000

Total Direct Costs 57,615

Should match amount of Total Request from page 8 of this application

Indirect Costs 3,385

TOTAL AMOUNT REQUESTED

61,000

Total Direct Costs plus Indirect Costs

**Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment**

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Presidio High School currently offers students a CTE pathway in Education and Training that culminates in the Practicum in Education and Training course. The needs assessment conducted during the process of preparing our application for the Grow Your Own Grant Program brought to light the need to refresh and refine this program so that it can serve as a true pipeline of future teachers in the area in which many of students excel that is a tremendous need for our district – bilingual education with bi-literacy in English and Spanish.

Career Development, Counseling, and Support Opportunities Presidio ISD engages students in a career inventory and research of potential future careers in the 8th grade. We will enhance this experience for students with concurrent small group and individual counseling sessions, along with hands-on parent/student workshops. These sessions will emphasize the benefits of bi-literacy, sharing data on the need for professions that are actively seeking candidates who are fluent in Spanish and English. An emphasized component of this effort will be on the need of the district for bilingual teachers who are bi-literate and have experienced learning content in English when it is not their first language. The career development and counseling experiences will continue for students and parents through development and implementation of 4- and 6-year plans. Presidio ETC students will actively participation in TAFE, including competitions, which will enable them and their teachers to build professional relationships to support their studies and careers, in addition to connecting their studies with real world experiences and increasing their motivation to commit to the teaching profession. The district will partner with IHEs with exemplary programs in college and career counseling and development efforts.

Enrollment Through the process described above, Presidio ISD will increase our enrollment in the ETC program by individually recruiting students that show aptitude for a career in bilingual education. In addition, we will conduct peer presentations and college/career fairs that highlight bilingual education. Counselors will receive increased training in the ETC program goals, benefits, and resources to promote the program. The assignment of an additional teacher to the program will enable increased enrollment.

Recruitment/Selection of Teachers As the foundation for success for the ETC program, Presidio ISD will recruit teachers who are the best in their field, representative of our student demographics, and passionate about bilingual education. These teachers will be well-trained in supporting student field experiences in education and active in TAFE. As a condition of receiving the stipend, these teachers will agree to remain in the district and lead this program for a minimum of 4 years.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Presidio ISD will actively recruit students through an array of recruitment strategies, specifically targeting students who meet the following criteria:

- Representative of the demographics of the student population which is primarily Hispanic.
- Priority will be given to recruiting students who are bi-literate in English and Spanish and interested in pursuing a career in bilingual education.
- Interest in and aptitude for the field of education as demonstrated through a career interest inventory administered to all students in the 8th grade, career counseling sessions, and development of four or six-year plans with parents and counselors.
- Strong reading, writing, and communication skills or a willingness to attend tutoring in these areas if weaknesses are present.
- Enthusiasm for the profession of teaching.
- Demonstrated compatibility with a field in public service.
- Priority will be given to recruiting students in the top quartile of their class and/or who represent the demographic most under-represented in our current teaching force (Hispanic).

Marketing and recruitment strategies will include career inventories, individual and small group counseling and career development sessions, classroom presentations, peer presentations, 8th grade career pathway events, parent workshops, 4- and 6-year planning, career fairs, and teacher recommendations.

District and campus leadership and staff will motivate students to enter and persist in the Education and Training courses by ensuring that the program has excellent teachers, adequate resources to be a flagship program in the district, valuable and authentic field experiences for students with a web of support to succeed, and by constantly celebrating teachers, future teachers, and the teaching profession. Support of active participation in the CTSO and work-based experiences will also provide motivational experiences to students to encourage them to persist.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

N/A

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

10

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Presidio ISD will partner with an Educator Preparation Program at an IHE that provides a personalized certification program that can be completed in one year while engaged in a clinical experience. The IHE provides a program with proven success. Presidio ISD Grow Your Own Participants will form a cohort that is supported concurrently at the IHE, the district, and the campus.

1. personalization of learning to student and district needs;
2. consistent collaboration among the professor, mentor teachers, and field supervisors;
3. authentic and on-going job-embedded coaching;
4. easy access in terms of schedule and location since all classes are online and all field experiences are in Presidio ISD; and
5. consistent supports to encourage persistence and sustainability.

In addition, district leaders and support staff will collaborate with the support team to ensure that mentors have sufficient time to coach the participants, successes are celebrated, participants are offered the same opportunities as in-service teachers for district professional development in their area of certification/need, and job responsibilities align with the opportunities for participants to practice what they are learning.

Candidates will be supported by a team that meets and communicates frequently, tailoring support to individual and district needs. The team will consist of the professor, mentor teacher, and field supervisor. The ratio of professors and field supervisors will be small so that quality relationships are built for coaching and there is frequent communication/coaching at formal and informal levels.



Presidio Independent School District

701 E. Market Street P. O. Box 1401 432-229-3275 Fax 432-229-4228

Presidio, Texas 79845

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Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495

To Whom It May Concern:

The Presidio Independent School District Board of Trustees supports our school district's participation in the 2019-2021 Grow Your Own Grant Program. Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Presidio ISD staff the opportunity to obtain their teaching certification is consistent with our Board Goals and the needs of our school district. The employees selected to obtain certification through this program have demonstrated a commitment to our vision, our students, and our community.

The Presidio Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. We are excited to implement an Education and Training Career and Technology Education Program to create an internal pipeline for our future teachers by preparing and nurturing our own students to excel in a career in teaching.

Thank you for offering this opportunity to the students and staff members of Presidio ISD.

Sincerely,

Ethel Barriga, President
Presidio ISD Board of Trustees